

Law Enforcement II

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Curriculum Content Frameworks

Law Enforcement II

Grade Levels: 9-12
Course Code: 494600

Prerequisite: None

Course Description: This instructional program prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, public relations, and witness interviewing.

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Unit 1: Investigating Crimes

Hours: 27

Terminology: ACIC, Crime rate, Cybercrime, Hate crimes, Identity theft, Interrogation, NCIC, Uniform crime report

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | | | |
|---------------------------------------|--|---------------------------------------|---|-------------|---------------------------------|---|
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | | | |
| Knowledge | | Application | | Skill Group | Skill | Description |
| 1.1 | Define terminology related to crime investigation | 1.1.1 | Use terms appropriately in context | Foundation | Reading | Applies/Understands technical words that pertain to law enforcement [1.3.6] |
| | | | | | Writing | Applies/Uses technical words and concepts [1.6.4] |
| | | | | | | Uses words appropriately [1.6.21] |
| 1.2 | Identify the types of information available through state and national crime information/communication systems | 1.2.1 | Distinguish between FBI and state crime information and communication systems | Foundation | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] |
| | | 1.2.2 | Distinguish between NCIC and ACIC | | | Participates in conversation, discussion, and group presentations [1.5.8] |
| | | 1.2.3 | Discuss the penalties for misuse of NCIC and ACIC | | Writing | Presents answers/conclusions in a clear and understandable form [1.6.13] |
| | | 1.2.4 | Demonstrate researching criminal histories | Thinking | Problem Solving | Demonstrates logical reasoning in reaching a conclusion [4.4.2] |
| | | 1.2.5 | Demonstrate obtaining a warrant check | | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] |
| | | 1.2.6 | Determine status of stolen property | | | |
| | | 1.2.7 | Build a missing persons/runaways list | | Seeing Things in the Mind's Eye | Uses senses to perceive information related to law enforcement [4.6.5] |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|--|--|---|--|----------------------|---|
| Knowledge | | Application | Skill Group | Skill | Description |
| 1.3 | Describe the latest technology used by criminal justice officers | 1.3.1 Demonstrate how to use inkless fingerprinting | Foundation | Reading | Comprehends written information for main ideas [1.3.7] |
| | | 1.3.2 Use crime scene investigation tools | | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] |
| | | 1.3.3 Distinguish between the different traffic speed detection units | | | Participates in conversation, discussion, and group presentations [1.5.8] |
| | | 1.3.4 Demonstrate the use of computers in law enforcement | | Writing | Presents answers/conclusions in a clear and understandable form [1.6.13] |
| | | 1.3.5 Demonstrate how to use the Internet in criminal investigations | | Knowing how to Learn | Uses available resources to apply new skills [4.3.6] |
| | | | Thinking | Problem Solving | Demonstrates logical reasoning in reaching a conclusion [4.4.2] |
| | | | | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] |

Unit 2: Exploring Search and Seizure

Hours: 27

Terminology: Chain of evidence, Custody, Evidence, Fruit of the poison tree doctrine, Hearsay evidence, Material evidence, Physical evidence, Real evidence, Testimonial evidence, Warrant

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|--|-------------|---|--|---------------------------------|---|
| Knowledge | Application | | Skill Group | Skill | Description |
| 2.1 Define terminology related to search and seizure | 2.1.1 | Use terms appropriately in context | Foundation | Reading | Applies/Understands technical words that pertain to law enforcement [1.3.6] |
| | | | | Writing | Applies/Uses technical words and concepts [1.6.4] |
| | | | | | Uses words appropriately [1.6.21] |
| 2.2 Describe chain of evidence, and explain its importance | 2.2.1 | Distinguish among evidence, material evidence, and chain of evidence | Foundation Thinking | Reading | Comprehends written information for main ideas [1.3.7] |
| | 2.2.2 | Explain the importance of maintaining the chain of evidence from the point of seizure through trial | | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] |
| | 2.2.3 | Demonstrate the proper collection, tagging, preservation, and transportation of evidence | | | Participates in conversation, discussion, and group presentations [1.5.8] |
| | 2.2.4 | Verify reasons for excluding evidence at a trial | | Writing | Presents answers/conclusions in a clear and understandable form [1.6.13] |
| | 2.2.5 | Relate hearsay evidence to admissibility at a trial | | Knowing how to Learn | Uses available resources to apply new skills [4.3.6] |
| | 2.2.6 | Role-play processing evidence from a crime scene | | Problem Solving | Demonstrates logical reasoning in reaching a conclusion [4.4.2] |
| | 2.2.7 | Participate in a simulated trial in which processing evidence is necessary | | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] |
| | | | | Seeing Things in the Mind's Eye | Uses senses to perceive information related to law enforcement [4.6.5] |

Unit 3: Maintaining Custody of Prisoners

Hours: 27

Terminology: Booking, Due process, Flex cuffs, Handcuffs

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|--|-------------|--|--|-----------------|---|
| Knowledge | Application | | Skill Group | Skill | Description |
| 3.1 Define terminology related to maintaining custody of prisoners | 3.1.1 | Use terms appropriately in context | Foundation | Reading | Applies/Understands technical words that pertain to law enforcement [1.3.6] |
| | | | | Writing | Applies/Uses technical words and concepts [1.6.4] |
| | | | | | Uses words appropriately [1.6.21] |
| 3.2 Outline procedures for safe transport of prisoners | 3.2.1 | Demonstrate the search of a transport vehicle and the sample items found | Foundation | Reading | Comprehends written information for main ideas [1.3.7] |
| | 3.2.2 | Show how prisoners should be secured in the vehicle | | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] |
| | 3.2.3 | Prepare information to be given to the dispatcher | | Writing | Presents answers/conclusions in a clear and understandable form [1.6.13] |
| | 3.2.4 | Show procedures for transporting one or more prisoners by one or more officers | Thinking | Problem Solving | Demonstrates logical reasoning in reaching a conclusion [4.4.2] |
| | 3.2.5 | Note special considerations needed for transporting the opposite sex, juvenile, sick, or injured prisoners | | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] |

| CAREER and TECHNICAL SKILLS | | | | ACADEMIC and WORKPLACE SKILLS | | |
|---------------------------------------|---|-------------|--|---------------------------------------|---|---|
| What the Student Should be Able to Do | | | | What the Instruction Should Reinforce | | |
| Knowledge | | Application | | Skill Group | Skill | Description |
| 3.3 | Describe the use of temporary restraints | 3.3.1 | Demonstrate the purpose of restraint devices, such as standard issue handcuffs, disposable cuffs, waist belts with handcuff ring, and locking leg irons | Foundation | Reading | Comprehends written information for main ideas [1.3.7] |
| | | 3.3.2 | Relate a local law enforcement department's policy regarding the use of restraining devices on various types of prisoners | Thinking | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] |
| | | | | | Writing | Participates in conversation, discussion, and group presentations [1.5.8] |
| | | 3.3.3 | Justify the purpose of handcuffs, emphasizing their temporary effectiveness in impeding attack, escape, or destruction/concealment of evidence or contraband | | Knowing how to Learn | Presents answers/conclusions in a clear and understandable form [1.6.13] |
| | | 3.3.4 | Predict the limitations or dangers of handcuffs | | Problem Solving | Uses available resources to apply new skills [4.3.6] |
| | | | | | Reasoning | Demonstrates logical reasoning in reaching a conclusion [4.4.2] |
| | | 3.3.5 | Apply temporary restraints to a simulated suspect in the standing, kneeling, and prone search positions | Seeing Things in the Mind's Eye | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] | |
| 3.3.6 | Use safety precautions when applying temporary restraints | | Uses senses to perceive information related to law enforcement [4.6.5] | | | |

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
|---|-------------|---|---------------------------------------|----------------------|---|
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
| Knowledge | Application | | Skill Group | Skill | Description |
| 3.4 Outline the procedures for booking a prisoner into the jail or lockup | 3.4.1 | Determine methods designed to prevent injury to a prisoner | Foundation | Reading | Comprehends written information for main ideas [1.3.7] |
| | 3.4.2 | Justify reasons for an additional search of prisoners being booked into the jail | | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] |
| | 3.4.3 | Demonstrate the methods for control and discipline of prisoners during booking | | | Participates in conversation, discussion, and group presentations [1.5.8] |
| | 3.4.4 | Discuss the reasons for legally required records associated with booking | Thinking | Writing | Presents answers/conclusions in a clear and understandable form [1.6.13] |
| | 3.4.5 | Show how to do basic fingerprinting techniques | | Knowing how to Learn | Uses available resources to apply new skills [4.3.6] |
| | 3.4.6 | Demonstrate rolling a set of classified prints | | Problem Solving | Demonstrates logical reasoning in reaching a conclusion [4.4.2] |
| | 3.4.7 | Relate the different methods required to book opposite sex, juvenile, sick, injured, mentally deranged, or intoxicated prisoners according to standard booking procedures | | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] |

| CAREER and TECHNICAL SKILLS | | | | ACADEMIC and WORKPLACE SKILLS | | |
|---------------------------------------|--|-------------|---|---------------------------------------|---------------------|---|
| What the Student Should be Able to Do | | | | What the Instruction Should Reinforce | | |
| Knowledge | | Application | | Skill Group | Skill | Description |
| 3.5 | Describe the concept of prisoners' rights and its effect on the treatment of inmates | 3.5.1 | Qualify the provisions of the Civil Rights Act of 1871 | Foundation | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] |
| | | 3.5.2 | Discuss the importance of the U.S. Supreme Court's ruling in Cooper vs. Pate (1964) | | | Participates in conversation, discussion, and group presentations [1.5.8] |
| | | 3.5.3 | Discuss the prisoners' rights movement and how it affected changes in prison conditions and treatment of inmates | | Personal Management | Writing |
| | | 3.5.4 | Discuss the need for security in prisons and jails and how the need for security must restrict the rights of prisoners | Thinking | | Integrity/Honesty/Work Ethic |
| | | 3.5.5 | Relate search and seizure laws inside prison to search and seizure laws outside prison | | Problem Solving | Demonstrates logical reasoning in reaching a conclusion [4.4.2] |
| | | 3.5.6 | Discuss recent developments related to the rights of pretrial detainees | | Reasoning | |
| | | 3.5.7 | Discuss the rights of religious expression within prisons | | | |
| 3.6 | Identify the minimum standards for local jails and lockups | 3.6.1 | Describe the minimum standards for sanitation, nutrition, prisoner safety, health care, visitation, mail, phone calls, and legal aid to prisoners | Foundation | Reading | Comprehends written information for main ideas [1.3.7] |
| | | | | | Writing | Presents answers/conclusions in a clear and understandable form [1.6.13] |

Unit 4: Defining Crimes

Hours: 27

Terminology: Drug schedule, Minor, Narcotic, Schedule I drugs, Schedule II drugs, Schedule III drugs, Schedule IV drugs, Schedule V drugs

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
|---------------------------------------|--|--|---------------------------------------|-----------|---|
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
| Knowledge | | Application | Skill Group | Skill | Description |
| 4.1 | Define terminology related to crime | 4.1.1 Use terms appropriately in context | Foundation | Reading | Applies/Understands technical words that pertain to law enforcement [1.3.6] |
| | | | | Writing | Applies/Uses technical words and concepts [1.6.4] |
| | | | | | Uses words appropriately [1.6.21] |
| 4.2 | List crimes associated with narcotics and controlled substances | 4.2.1 Show how drug use is related to crime | Foundation | Reading | Comprehends written information for main ideas [1.3.7] |
| | | 4.2.2 Match controlled substance schedules to the penalties associated with them | Thinking | Writing | Presents answers/conclusions in a clear and understandable form [1.6.13] |
| | | 4.2.3 Explain the effects of illegal drugs (cocaine, LSD, and heroin) | | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] |
| | | 4.2.4 Distinguish among the penalties for manufacture, sale, or distribution of controlled substances | | | |
| | | 4.2.5 Outline illegal animal-product trade (as an example of controlled substances other than narcotics) | | | |
| 4.3 | Identify crimes against children as defined by Arkansas law, including child pornography | 4.3.1 Distinguish between felony and misdemeanor crimes against children | Foundation | Reading | Comprehends written information for main ideas [1.3.7] |
| | | 4.3.2 List examples of felonies relating to children | Thinking | Writing | Presents answers/conclusions in a clear and understandable form [1.6.13] |
| | | | | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] |

Unit 5: Career and Technical Student Organizations (SkillsUSA/HOSA)

Hours: 12

Terminology: Assess, Assessment, Behavior, Business meeting skills, Career, Competency, Critique, Cultural diversity, Customer, Equity issue, Expectation, Government, Image, Interview, Job application, Journal, Management, Mentor, Organizational chart, Parliamentary procedure, Portfolio, Presentation, Professional organization, Résumé, Self-motivation, Short-term goals, Stress, Task, Trade union

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
|---|-------------|--|---------------------------------------|---|---|
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
| Knowledge | Application | | Skill Group | Skill | Description |
| 5.1 Define terminology related to student organizations | 5.1.1 | Use terms appropriately in context | Foundation | Reading | Applies/Understands technical words that pertain to student organizations [1.3.6] |
| | | | | Writing | Applies/Uses technical words and concepts |
| | | | | | Uses words appropriately [1.6.21] |
| 5.2 Outline a self-assessment, and identify individual learning styles | 5.2.1 | Show individual strengths | Interpersonal | Leadership | Conveys attitudes and values of group to others [2.4.3] |
| | 5.2.2 | Show areas in need of improvement | Thinking | Problem Solving | Identifies possible reasons for problem [4.4.6] |
| 5.3 Describe self-motivation techniques, and establish short-term goals | 5.3.1 | Prepare a list of short-term goals | Personal Management | Self-esteem | Develops/Initiates a plan for self-improvement [3.5.4] |
| | 5.3.2 | Discuss ways to change or improve lifestyle, appearance, and behavior | Thinking | Creative Thinking | Identifies new goals and objectives [4.1.8] |
| 5.4 Give examples of individual time-management skills | 5.4.1 | Prepare and maintain a time journal | Foundation | Writing | Prepares a complex document in a concise manner [1.6.12] |
| | 5.4.2 | Outline ways to improve time-management skills | Thinking | Problem Solving | Devises and implements a plan of action to resolve a problem [4.4.3] |
| 5.5 Predict future occupations | 5.5.1 | Research the Internet to explore career opportunities within specified fields of study | Foundation | Reading | Draws conclusions from what is read [1.3.12] |
| | | | | Writing | Summarizes written information [1.6.17] |
| | 5.5.2 | Prepare a presentation on a specified career area | Personal Management | Career Awareness, Development, and Mobility | Explores career opportunities [3.1.6] |
| | | | Thinking | Creative Thinking | Prepares presentation based on subject research, interviews, surveys [4.1.10] |

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
|--|---|--|---------------------------------------|-------------------|---|
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
| Knowledge | Application | | Skill Group | Skill | Description |
| 5.6 Identify the customer | 5.6.1 Differentiate between external and internal customers | | Interpersonal | Customer Service | Recognizes effects of positive/negative attitudes on customers [2.3.7] |
| | 5.6.2 Identify factors that contribute to poor customer relationships | | Thinking | Decision Making | Shows initiative and courtesy in meeting and working with customers [2.3.8] Evaluates information/data to make best decision [4.2.5] |
| 5.7 Identify the benefits of doing a community service project | 5.7.1 Outline ways to become involved in the community | | Foundation | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] |
| | 5.7.2 Develop a community service project | | Interpersonal | Teamwork | Contributes to group with ideas, suggestions, and effort [2.6.2] |
| 5.8 Describe effective communication with others | 5.8.1 Note personal barriers to listening | | Thinking | Problem Solving | Recognizes/Defines problem [4.4.8] |
| | 5.8.2 Relate a personal plan to overcome barriers to listening | | | | Revises plan of action indicated by findings [4.4.9] |
| 5.9 Give locations for a shadowing activity | 5.9.1 Summarize and relate an experience of job shadowing activity | | Interpersonal | Leadership | Encourages/Motivates members of a group or team [2.4.6] |
| 5.10 Identify the components of an employment portfolio | 5.10.1 Present parts of a portfolio | | Foundation | Writing | Completes form accurately [1.6.7] |
| | 5.10.2 Compile a personal employment portfolio for an interview | | | | Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] |
| 5.11 List proficiency in program competencies | 5.11.1 Construct an interpersonal competency assessment | | Foundation | Writing | Analyzes data, summarizes results, and makes conclusions [1.6.2] |
| 5.12 Describe how to measure/modify short-term goals | 5.12.1 Discuss how to pursue short-term goals | | Thinking | Creative Thinking | Identifies new goals and objectives [4.1.8] |
| 5.13 Identify stress sources | 5.13.1 Prepare a list of personal sources of stress | | Foundation | Writing | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
| | 5.13.2 Outline techniques to cope with individual sources of stress | | Thinking | Problem Solving | Demonstrates logical reasoning in reaching a conclusion [4.4.2] |

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | | | |
|---|--|---------------------------------------|---|--|-------|-------------|
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | | | |
| Knowledge | | Application | | Skill Group | Skill | Description |
| 5.14 Identify characteristics of a positive image | 5.14.1 List behaviors and traits that lead to a positive image | Foundation | Reading | Determines what information is needed [1.3.10] | | |
| | 5.14.2 Note behaviors and traits that lead to a negative image | Personal Management | Self-esteem | Comprehends the importance of a positive self-concept [3.5.1] | | |
| | | | | Develops/Initiates a plan for self-improvement [3.5.4] | | |
| | | Thinking | Decision Making | Identifies pros and cons to assist in decision-making process [4.2.7] | | |
| | | | Problem Solving | Demonstrates logical reasoning in reaching a conclusion [4.4.2] | | |
| 5.15 Describe how team skills can be applied to a group project | 5.15.1 Form a team to develop a class project | Interpersonal | Teamwork | Works effectively with others to reach a common goal [2.6.6] | | |
| 5.16 Outline how to observe and critique a meeting | 5.16.1 Attend a formal meeting held in the community | Foundation | Writing | Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] | | |
| | 5.16.2 Prepare a critique of the meeting attended | Interpersonal | Customer Service | Shows initiative and courtesy in meeting and working with customers [2.3.8] | | |
| 5.17 List business meeting skills | 5.17.1 Relate the basic rules required to ensure an orderly and business-like meeting | Foundation | Speaking | Organizes ideas, and communicates oral messages to listeners [1.5.7] | | |
| | 5.17.2 Demonstrate through role-playing appropriate meeting skills | Interpersonal | Leadership | Conveys attitudes and values of group to others [2.4.3] | | |
| | | | | Influences group behavior [2.4.8] | | |
| 5.18.2 Outline a survey for employment opportunities | 5.18.1 Compile information on a particular employment opportunity of interest | Foundation | Writing | Presents own opinion in written form in a clear, concise manner [1.6.14] | | |
| | 5.18.2 Perform an Internet search of a specific career area | Personal Management | Career Awareness, Development, and Mobility | Develops skills to locate, evaluate, and interpret career information [3.1.4] | | |
| 5.19 Select a professional journal for review, and develop a three- to five-minute presentation | 5.19.1 Prepare a presentation on the content, purpose, and distribution of a particular professional journal | Foundation | Writing | Prepares a complex document in a concise manner [1.6.12] | | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|--|-------------|--|--|-------------------|---|
| Knowledge | Application | | Skill Group | Skill | Description |
| 5.20 Identify customer expectations | 5.20.1 | List customer expectations | Interpersonal | Customer Service | Applies human relations skills in real-life situations [2.3.1] |
| | 5.20.2 | Discover the consequences of unmet customer expectations | | | Recognizes effects of positive/negative attitudes on customers [2.3.7] Works with customers to satisfy their expectations [2.3.9] |
| 5.21 List parts of a job application | 5.21.1 | Prepare a job application from various businesses in the community | Foundation | Reading | Determines what information is needed [1.3.10] |
| | 5.21.2 | Demonstrate a mock job interview | | Speaking | Communicates a thought, idea, or fact in spoken form [1.5.5] Uses verbal language and other cues, such as body language, appropriate in style, tone, and level of complexity to the audience and the situation [1.5.6] |
| 5.22 Outline your employment portfolio | 5.22.1 | Construct a personal employment portfolio | Foundation | Writing | Completes form accurately [1.6.7] |
| | | | | Writing | Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Produces neat, legible document from typewriter or computer [1.6.15] Summarizes written information [1.6.17] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 5.23 Identify supervisory and management roles in an organization | 5.23.1 | Prepare an organizational chart | Foundation | Writing | Produces neat, legible document from typewriter or computer [1.6.15] |
| | 5.23.2 | Outline the responsibilities of managers and supervisors | Interpersonal | Leadership | Helps an individual or group challenge existing procedures, policies, or authority [2.4.7] |
| | | | Thinking | Creative Thinking | Develops visual aids to create audience interest [4.1.4] |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|--|---|--|------------------------------|---|
| Knowledge | Application | Skill Group | Skill | Description |
| 5.24 Outline safety issues | 5.24.1 Research safety issues in a given career | Foundation | Reading | Identifies relevant details, facts, and specifications [1.3.16] |
| | | | Science | Follows safety guidelines [1.4.15] |
| | | Personal Management | Integrity/Honesty/Work Ethic | Follows established rules, regulations, and policies [3.2.5] |

Glossary

Unit 1: Investigating Crimes

1. ACIC — Arkansas Crime Investigation Center; the state agency responsible for providing information technology services to law enforcement and other criminal justice agencies in Arkansas
2. Crime rate — a measure of the occurrence of crimes committed in a given area and time; most commonly given as the number of crimes committed among a given number of persons; often specifies the type of crime; might be given as the number of murders (rapes, thefts, etc.) per 100,000 persons per year within a city
3. Cybercrime — a broadly used term to describe criminal activity committed on computers or the Internet; some is punishable by the laws of various countries, whereas other types have a debatable legal status
4. Hate crime — a crime committed because of the perpetrator's prejudices; Congress (HR 4797-1992) defines a hate crime as "(a crime in which) the defendant's conduct was motivated by hatred, bias, or prejudice, based on the actual or perceived race, color, religion, national origin, ethnicity, gender, sexual orientation or gender identity of another individual or group of individuals"
5. Identity theft — the deliberate assumption of another person's identity, usually to gain access to finances or frame him/her for a crime; less commonly, enables illegal immigration, terrorism, espionage, or permanent change of identity
6. Interrogation — professional police technique of interviewing people, often without their consent, to obtain information regarding crimes
7. NCIC — National Crime Information Center; FBI information systems; a computerized index of criminal justice information (i.e., criminal record history information, fugitives, stolen properties, missing persons); available to federal, state, and local law enforcement and other criminal justice agencies and is operational 24 hours a day, 365 days a year
8. Uniform crime report — crime index, published annually by the Federal Bureau of Investigation (FBI), that summarizes the incidence and rate of reported crimes within the United States

Unit 2: Exploring Search and Seizure

1. Chain of evidence — a concept in jurisprudence that applies to the handling of evidence and its integrity
2. Custody — detention by the police of a person suspected or accused of a crime or offense
3. Evidence — every type of proof legally presented at trial (allowed by the judge) that is intended to convince the judge or jury of alleged facts material to the case; can include oral testimony of witnesses, including experts on technical matters, documents, public records, objects, photographs, and depositions
4. Fruit of the poison tree doctrine — in a criminal trial, information that has been obtained by illegal means or traced through evidence acquired by illegal search or seizure
5. Hearsay evidence — second-hand evidence in which the witness is not telling what he/she knows personally but what others have told him/her
6. Material evidence — relevant and significant; in a lawsuit, distinguished from irrelevant evidence or evidence of such minor importance that the court will either ignore it, rule it immaterial if objected to, or not allow lengthy testimony upon such a matter
7. Physical evidence — tangible evidence, including everything that can be seen, touched, smelled, and heard
8. Real evidence — tangible evidence, including everything that can be seen, touched, smelled, and heard
9. Testimonial evidence — oral evidence given under oath by a witness in answer to questions posed by attorneys at trial or a deposition
10. Warrant — an order (writ) of a court that directs a law enforcement officer (usually a sheriff) to arrest and bring a person before the judge, such as a person who is charged with a crime, convicted of a crime but failed to appear for sentencing, owes a fine, or is in contempt of court

Unit 3: Maintaining Custody of Prisoners

1. Booking — to record a charge in a police register
2. Due process — a fundamental principle of fairness in all legal matters, both civil and criminal, especially in the courts; all legal procedures set by statute and court practice, including notice of rights, must be followed for each individual so there will be no prejudicial or unequal treatment
3. Flex cuffs — single-use nylon restraints designed for civil unrest or crowd control situations
4. Handcuffs — devices to secure two wrists close together

Unit 4: Defining Crimes

1. Drug schedule — classification of drugs based on the criteria of potential for abuse, accepted medical use in the United States, and potential for addiction; drug schedules were enacted into law by Congress as part of Title II of the Comprehensive Drug Abuse Prevention and Control Act of 1970 (21 USC 13)
2. Minor — in law, a person who is not yet a legal adult (known in some places as an infant or juvenile)
3. Narcotic — derived from the Greek word for *stupor*; originally referred to as a variety of substances that induced sleep (such state is *narcosis*); in the U.S. legal context, refers to opium, opium derivatives, and their semi-synthetic or synthetic substitutes
4. Schedule I drugs — a substance that has high potential for abuse, no medical use in the United States, and a lack of accepted use under medical supervision
5. Schedule II drugs — a substance that has high potential for abuse and currently accepted medical use in the United States with severe restrictions; abuse may lead to severe psychological or physical dependence
6. Schedule III drugs — a substance that has potential for abuse (less than Schedule I or II), is currently accepted for medical use in the United States, and may lead to moderate or low physical dependence or high psychological dependence
7. Schedule IV drugs — a substance that has low potential for abuse as compared to Schedule III and currently accepted medical use in the United States; abuse may lead to limited physical and psychological dependence
8. Schedule V drugs — a substance that has low potential for abuse as compared to Schedule IV and currently accepted medical use in the United States; abuse has a narrow scope for physical and psychological dependence

Unit 5: Career and Technical Student Organizations (SkillsUSA/HOSA)

1. Assess — to determine the value, significance, or extent; to judge
2. Assessment — a tool used to determine value, significance, or extent
3. Behavior — the actions one takes; how one conducts oneself
4. Business meeting skills — the ability for individuals who share a common ground (occupational, work, trade, or organizational) to conduct a methodical and systematic meeting
5. Career — a chosen pursuit; the general course of progression of one's working life
6. Competency — the knowledge that enables one to comprehend and complete a task
7. Critique — a critical review or commentary
8. Cultural diversity — integrated existence of ethnic groups based on their values, beliefs, and behavior patterns (social, educational, economic, religious, and artistic values)
9. Customer — one who buys goods or services
10. Equity issue — a point of matter affecting the justice and fairness for all concerned
11. Expectation — eager anticipation; to look forward to the probable occurrence or appearance of something
12. Government — the agency or apparatus through which a governing individual or body functions and exercises authority
13. Image — the public's opinion or concept of something
14. Interview — a formal, in-person meeting in which the assessment of the qualifications of an applicant are demonstrated/determined
15. Job application — a form or document used by an employer when hiring prospective employees
16. Journal — a personal record of occurrences, experiences, and reflections kept on a regular basis
17. Management — the person or people who control or direct a business or other enterprise
18. Mentor — a wise or trusted counselor or teacher
19. Organizational chart — a chart that reflects the structure through which individuals cooperate systematically to conduct business
20. Parliamentary procedure — a body of rules governing a meeting

- 21. Portfolio — a portable case for holding materials, such as photographs, drawings, or other materials that represent a person's work
- 22. Presentation — a performance; a formal introduction; the process of offering for consideration or display
- 23. Professional organization — a service provider utilizing a business relationship that allows outsourcing of human resources tasks, mainly for small to mid-sized businesses that do not have the need or resources for a dedicated human resources department; the concept is virtually unknown outside of the United States
- 24. Résumé — a brief account of one's professional or work experience and qualifications often submitted with a job application
- 25. Self-motivation — to take action, move forward of one's own volition
- 26. Short-term goals — goals or targets that are reachable within a short or brief period of time
- 27. Stress — an extreme pressure, strain, or difficulty
- 28. Task — a function to be performed
- 29. Trade union — a labor union, especially one limited in membership to people in the same trade